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ABSTRACT

This module is designed to acquaint Child Development Associate (CDA) interns with several techniques used in making observations of children. It is expected that the intern will use the practice exercises in the module not as an end in themselves, but as a springboard for developing regular habits of skillful observation. Objectives are stipulated and activities for each objective are suggested. Also included is a study guide which emphasizes (1) reasons for making observations of children; (2) the importance of separating observation from interpretation; (3) guidelines for observing behavior, recording it precisely, and interpreting observations; (4) uses of information gained from observations, and (5) tips for becoming a regular and conscientious observer. Forms and other materials for practice observations are included. (Author/RH)

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Competency Based Training Module #8

TECHNIQUES FOR OBSERVING CHILDREN

by

Patricia Graves

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NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA Advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA Advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your Advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your Advisor will evaluate your performance in each of the objectives. S/he may do so right away on the basis of skills you already have, or s/he may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell s/him that you have the skills. If your advisor has already observed some of the skills before you entered this module, s/he may check you off on those skills without further observation.

When your Advisor has evaluated your performance in an objective area as satisfactory, s/he will initial and date that objective as completed in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your Advisor can give you; how much experience and training you have already had.

The Arizona/Nevada HSST/CDA Program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

TECHNIQUES FOR OBSERVING CHILDREN

CDA TRAINING MODULE #8

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This Module relates to the following CDA Functional Areas:

4 - Physical

8 - Self-Concept

9 - Individual Strength

10 - Social

13 - Staff

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TECHNIQUES FOR OBSERVING CHILDREN

INTRODUCTION

THE PERSON WHO WOULD BE A GOOD TEACHER MUST FIRST BE A GOOD OBSERVER.

In the study of early childhood education, the child himself is the best resource an adult has. Children constantly send out messages about themselves through their expressions and behavior, as well as their language. Learning to "read" these messages is an art and a skill.

This module is designed to acquaint the intern with a number of techniques used in making observations of children. It will provide guidance and practice. It is not possible, however, for any module to make an intern into a good observer. It is expected that the intern will use the practice exercises in the module, not as an end in themselves, but as a springboard for developing regular habits of observation, and that he will continue to make observations with increasing skill for as long as he is working with children.

PRE-TEST

List all the children in your class. In every classroom there are children who can go unnoticed without careful observation practices. As you list, draw a line when children's names become difficult to think of. Next answer the questions asked about each child. Why do you think some children are easer to write about than others?

NAMES	SOMETHING AFRAID OF	A FAVORITE ACTIVITY	A PROBLEM	LAST TIME YOU TALKED WITH CHILD	WHAT ABOUT?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name_____

Date of Entry_____Date of Completion_____

OBJECTIVIES	ACTIVITIES
1. The intern will be able to record observed behavior objectively. ASSESSMENT _____ date/initial	1. Work through Section II of the Study Guide.
2. The intern will be able to observe children in another setting (other than his/her own classroom) without disrupting the program or becoming involved in it. ASSESSMENT _____ date/initial	2. Visit another center or a local kindergarten. Use observation forms in the Supplement.
3. The intern will demonstrate the ability to carry out no less than 6 observation and recording techniques in the classroom in which he/she works. ASSESSMENT _____ date/initial	3. Read Sections II-E and IV of the Study Guide. Choices include: a. Special techniques for open classrooms (Section II-E of the Study Guide). b. Recording techniques (Section IV of the Study Guide): 1) Anecdotal records 2) Frequency charts 3) Time observations 4) Questionnaires 5) Checklists

OBJECTIVES	ACTIVITIES
4. The intern will demonstrate skill at interpreting information acquired from observations. ASSESSMENT _____ date/initial	4. Read Section III of the Study Guide. a. Complete "Test Your Understanding" section. b. Use forms in the Supplement and discuss your work with your advisor.
5. The intern will demonstrate the ability to use information acquired from observations and use observations. ASSESSMENT _____ date/initial	5. Read Section V of the Study Guide. a. Identify an interest center, activity, or time of day when you have difficulty. Observe this time. Use what you learn to make improvements. b. Make observations and demonstrate in lesson plans how you have used the observations to plan for individual children. Be able to explain where you should seek help if you observed a child with problems you cannot handle.
6. The intern will demonstrate for the advisor a continuing program of observation.	6. Read Section VI of the Study Guide. a. Discuss what you are doing with your advisor. b. Make up charts, records, and folders needed for regular observing. c. Use the forms in the Supplement and then devise your own as they meet your needs. d. Be prepared to show your recording system to your advisor regularly.

TECHNIQUES FOR OBSERVING CHILDREN

STUDY GUIDE

I. Reasons for making observations of children.

A. To gain a deeper understanding of young children in general. How children think and feel, and how they can be expected to grow and behave are all aspects of child development learned from watching the child himself.

B. To get to know a specific child better - his needs, interests, skills, problems, and feelings.

C. To assess where a child is developmentally and make comparisons with norms.

D. To pick up on special needs, problems, or interests children may have.

E. To assess teaching skills. A teacher can judge the set-up of the room, the scheduling, and appropriateness of materials by watching when learning or problems take place, either for children individually or for the group as a whole.

F. To make a conscious effort to know all the children in a group equally well. Some children stand out in a group either for their talent, behavior, or problems; others tend to get lost by blending too well. A teacher must know all the children in the group and plan for all of them.

ASSIGNMENT:

1. List two children in your center you feel you should know better than you do. Perhaps they are new or quiet children or children with a special need.

a.

b.

2. List at least one time of the day, activity, or interest center which is not going as well as you would like.

These choices will be used later in making observations.

II. Learning how to observe.

A. <u>Objectivity</u> is the most difficult skill to develop. This simply means accurate reporting. When recording observations, be sure to describe ONLY what was done and said, not what you think it means. Interpretation can come later when you use this recorded material, or in a separate place on your observation sheet.

RIGHT: Joan wanted to swing, but someone else got to the swing first. Joan cried, picked up a rock, and threw it at the child on the swing.

WRONG: Joan got mad and cried, because she did not want the other child to swing first. She does not share well.

How can you know for sure if Joan was mad, frustrated, or sad? Behavior is so complex you cannot be sure, especially from one brief observation. The comment about Joan sharing is an assumption also. You do not know if Joan usually shares when she is less frustrated, whether she shares with other children and just has difficulty with this one child, or if she indeed does have difficulty sharing much of the time. Many observations of Joan may give you the information you need to make an assumption.

RIGHT: John was in the block area. When Tommy wanted to build a farm, John helped. Ann wanted to build a city, and John helped. Ann told John what to do, and John put the blocks where Ann asked him to.

WRONG: John is a good boy who gets along well with children. He played in the block area for a half hour and got along well with the children.

How can you know what is in John's mind? Perhaps he is easy going and does get along well. Perhaps he has real feelings about what he wants to do and is afraid to express them. Perhaps he has difficulty making up his mind and is drifting with wishes of other children. If your observations of John are accurate and objective over a period of time, you may find out; but if you record what you think instead of what you see at a given moment, you will lose the chance to study him later from your records.

TEST YOUR UNDERSTANDING

A. From the statements below check those which are objective observations.

_____ 1. Alice doesn't like to feel clay.

_____ 2. Alice sat at the clay table for awhile. She reached one finger out and poked the clay. She drew her hand back quickly and ran to wash it.

_____ 3. Barbara doesn't like to go home with her brother.

_____ 4. When Barbara's brother came to the door, she hid under the table in the playhouse.

_____ 5. Sarah worked very hard on a drawing and then picked up a black crayon and scribbled all over what she had drawn. She threw the crayon down and ran outside. The drawing seemed to be of a person.

_____ 6. Sarah has trouble drawing and got frustrated. She threw down the crayon and ran outside.

B. Select the phrases which are objective descriptions of behavior.

_____ 1. Alice laughed	_____ 4. Betty felt sad	_____ 7. Jerry wished
_____ 2. Arnold cried	_____ 5. Tommy hit...	_____ 8. Sharon skipped
_____ 3. Susan wanted	_____ 6. Billy was angry	_____ 9. Anne climbed...

C. Practice. Observe a child. Write down what is happening objectively.

OBJECTIVE OBSERVATION OF BEHAVIOR

1.
2.
3.

ANSWERS: A. #2, 4, and 5... B. #1, 2, 5, 8, and 9 are correct.

Section II - Learning to Observe continued

B. Be precise in the language you use. If Ann threw the block down, use the work "threw" instead of "put". If she laid the block carefully, say so. Use the verbs which best describe the action.

NOT PRECISE	PRECISE
Alice went outside.	Alice skipped outside.
John moved around the room.	John ran around the room.

C. Identify your observation records with date, setting, time, and group so you can recall it later. When observing an individual child, include age and a brief physical description.

SAMPLE FORM:

Date 3-7-76 Time 10:30 Location playground outside school

Group half the children from the preschool

Physical Description Tommy is 5 years old, taller than his classmates, well coordinated, and uses playground equipment with ease.

D. Observing someone else's classroom where you have no responsibility calls for some special rules.

1. Try to be invisible. Wear clothing that does not attract attention to you, and stay in the background. Sit or move around quietly.

2. Do not interact with children. If a child talks with you, be polite and answer him, avoiding interaction as much as possible. This is not easy to do. If two children begin to fight in front of you or a child falls down, remember that if you were not there, the teachers would handle it.

3. Save all questions and comments until after the children have gone home. Do not discuss the children in their presence.

E. Teaching with interest centers creates a need for some special techniques in observation.

1. If you are not involved in the teaching role, your best observations will come from times when children are free to do what they want rather than in a large group situation.

2. If you are teaching, however, it is difficult to keep track of what is happening to children throughout the room. Even when children are making their own choices, it is necessary for the teacher to keep track of what those choices are and what the child is learning.

Here are some techniques to try. See which ones work best for your children.

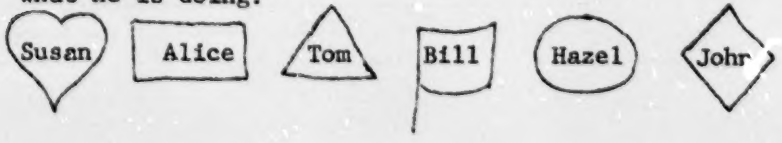
a. Time Checks

Make a chart with each child's name and the centers in your room. At fifteen minute intervals stop, look around, and record where each child is.

	10:00	10:15	10:30	10:45
Ann	Art	Art	Library	Blocks
Sue	Blocks	Library	Housekeeping	Housekeeping
Billy	Science	Blocks	Blocks	Library
Tom	Blocks	Blocks	Blocks	Art

b. Symbol Charts

In each center place a wall chart with different symbols for each child. If the child goes there to play, he flips over his symbol. This also has the value of making the child conscious of what he is doing.



c. Discussions

At the end of the day ask each child to tell what he did during the day. Have someone take notes. Compare the child's record-keeping with your own. This works well with many rewards if you stick with it.

d. File Folders and/or "Mailboxes"

For things which are made during the day and can be stored, file folders or boxes for each child are helpful. Drawings and small muscle tasks, such as using stencils, can be placed in folders by the child himself if his folder has a symbol he recognizes. At the end of the day or week, you can check on what he has done before sending it home. Again the child is involved in keeping track himself of what he has done.

III. Interpreting your observations.

A. Do not make assumptions beyond what the information warrants. Avoid words such as "always" and "never". Remember, you see the child only a small part of his life.

BEHAVIOR		INTERPRETATION
Ann hit every child who tried to pick up the Raggedy Ann Doll	Right:	Ann has difficulty sharing the Raggedy Ann Doll.
	Wrong:	Ann never shares.

B. Avoid labels.

BEHAVIOR		INTERPRETATION
Tommy hit Billy when Billy took the tricycle.	Right:	Tommy often acts out his angry feelings.
	Wrong:	Tommy is mean.

C. Avoid conclusions you are not qualified to make. Don't play psychologist.

BEHAVIOR		INTERPRETATION
Ann asked for help dressing the doll. She did not try to do it herself	Right:	Ann needs to develop the ability to do things for herself.
	Wrong:	Ann can't do anything for herself because her parents baby her.

D. Remember that children develop at different rates, and each child has his own time table. You are seeing only a brief cross section of that development.

BEHAVIOR		INTERPRETATION
Children were playing outside. Tommy fell down six times.	Right:	Tommy does not run as well as the other children, falling down a lot.
	Later:	Tommy is running better than he was, falling down less.
	Wrong:	Tommy is backward and/or handicapped, because he does not run as well as other children.

E. Avoid value judgements. We all have things which bother us even though they are a part of normal child behavior. A good teacher knows what these are in his/her own case and is careful not to let them color his/her observations and interpretations.

BEHAVIOR OBSERVED	ONE TEACHER SAID	ANOTHER SAID
Joan spilled some paint on her paper and smeared it with her hands. She got paint on her dress.	Joan is a messy child.	Joan enjoys fluid kinds of activities and explores material in her own way.
John ran around the room saying "zoom" and carrying a wooden airplane he had made.	John is a noisy child who runs around the room too much.	John seemed so proud of the plane he made that he just had to fly it at all cost. He often expresses his excitement and interest with active behavior.

Both teachers would go on to help Joan clean up and slow John down, but one would do so with understanding, the other with prejudice.

TEST YOUR UNDERSTANDING: In the following observations, what kind of conclusions could be drawn? In #1 and #2, circle the best answer. In #3 write your own interpretation. In #4 and #5, observe and interpret behavior.

OBSERVATION OF BEHAVIOR	INTERPRETATION
1. Joe was in the art area. Children were fingerpainting. Joe touched the paint, wiped his fingers quickly, and went to get some crayons and paper.	a. Joe did not like the finger paint on his hands. b. Joe's mother must yell at him when he gets dirty. c. Joe always has to be different from the group.
2. Joan fell down on the playground and ran to the teacher crying. The teacher gave her a hug and washed her knee. Joan skipped back to play.	a. Joan is a baby who cries when she gets hurt. b. Joan still needs the teacher's support to handle minor injuries. c. The teacher always baby's Joan. d. Joan's father is not living and she doesn't get enough attention at home.
3. David was in the block area. He worked for about 5 minutes on a complex building. He asked the teacher to come and see it. Before the teacher could get there, Joyce ran past and the building fell down. David cried.	Write your own interpretation.
Observe and interpret behavior. 4.	
Observe and interpret behavior 5.	

Answers: #1 = a #2 = b

IV. Observation and Recording Techniques.

There are a number of different techniques available for making and recording observations. A good study of a child, group of children, or teaching situation will require the use of many different techniques.

A. ANECDOTAL RECORDS are brief notes made on cards or slips of paper describing an incident or conversation, later filed for future reference.

Value: These notes form a good way to help you remember things that happen while you are busy, things you may want to follow up on.

Limitation: Notes are subjective in that the observer selects what seems to be important and may miss things of importance to the child.

How to use: Always keep paper and pen handy for jotting down things you see and hear. Put notes in children's folders. As you review these, look for patterns of behavior developing or items you need to follow up.

Sample:

Monday - May 1 Sally
Said her father is ill.
(Remember to check with family.)

Tuesday - May 2 Sally and Joan
Serious battle over a doll.

Tuesday - May 2 Sally
I stopped Sally from throwing blocks.
She yelled at me and said I didn't like her either.

Any one note might mean very little but such notes accumulating in Sally's file might suggest a family conference is in order.

B. TIME OBSERVATIONS are detailed observations of a child, activity, or time period.

Value: This is a good way to get to know a new or quiet child better. It is a good way to begin looking for a problem when you don't quite know what you are looking for. It gives a good close-up view of what is going on.

Limitation: You see a very brief cross section of time and cannot make broad conclusions based on what you saw.

How to use: Select the child, activity, or time you wish to observe. Write down EVERYTHING that happens for a length of time. This is hard to do; start with one minute and work up to five minutes.

Sample:

May 5th

16

C. RECORDING OF SPECIFIC BEHAVIOR

Value: This method helps you record for study specific behavior you want either to reinforce or change. It helps you become conscious of when, why, or how often something happens.

Limitation: It gives you information about only one behavior out of many during the day.

How to use: Select the behavior you want to watch for. Everytime it occurs, fill in a card which tells when, who, and what happened.

Sample: It seems there are a lot of fights in the group. Behavior recorded will be for all fights which take place.

When:	10:00	Tommy and John were next to each other in line waiting to go and wash for snack. Tommy pushed John. John hit Tommy. Teacher separated them in line.
	10:05	Joe and Bobby are in line waiting. Joe stepped on Bobby's foot, and Bobby pulled Joe's hair.
	12:00	Children are in line waiting for lunch. Sara and Joan start pushing and shoving; they are arguing over who should be first in line.

(What <u>might</u> be noted at the end of the day is that most fights start in lines, so perhaps the children spend too much time standing in line.)

D. FREQUENCY CHARTS record the number of times something happens during the day.

Value: These may be used to check effectiveness of your teaching of a behavior. Quantity of behavior can be assessed more accurately than you can guess.

Limitation: Assesses only quantity of the behavior and not its quality. Will observe only the specific behavior being counted.

How to use: Make a chart containing every child's name. Each time the child does what you are counting, place a mark by his name.

Sample: <u>Setting</u>

Teachers have been encouraging children to ask more questions. Here is an observation of questionning to assess success of teaching.

	Week of May 1st				Week of May 20			
Ann	𝍸	11			𝍸	𝍸	111	
Joe	𝍸	𝍸	11		𝍸	𝍸	𝍸	
Sally	𝍸	𝍸			𝍸	𝍸	𝍸	
Bill	11				1			
Bobby	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸

Evaluation

Most children did increase the number of questions asked. Bobby probably did not need this concentrated teaching. Bill needed it, but it does not show that teaching was effective.

E. QUESTIONNAIRES are designed to give the observer specific things to look for in a child and should contain guideposts or indicators of how that behavior is to be assessed. These are available in many forms or can be made up by the observer to meet his own needs.

Value: Provides guidance in the overall study of a child.

Limitation: Seek only answers to questions asked which limits the observation. It is too easy to fill out without really thinking about the child.

How to use: Questionnaires are contained in many textbooks and many programs have their own set which you will be asked to use. If none is available, some can be made up by listing the things you want to look for.

Sample:

Questions from an evaluation of emotional characteristics:

1. How does the child solve problems with classroom materials?

   a. gives up easily

   b. works for a long time on his own

   c. asks for adult help

   d. avoids things he is not sure he can do

F. CHECK LISTS are charts for recording specific behaviors or skills.

Value: A check list is a quick way to keep track of what a child can or cannot do. In planning activities, you can see at glance who would most benefit from what activity.

Limitation: Require little evaluation or thinking about the child on the part of the observer. Observes only what is asked for on the list, which may or may not be the most important characteristics about a particular child.

How to use: Check lists require more specific information and may, therefore, require a more formal setting for observation. If you need to structure the situation in order to get the information you want, make it a game and not a test. Do not force a child to take part; his hesitancy or refusal is an observation in itself. The sample below was made by planning a follow-the-leader game while the observer watched and recorded what each child did.

Sample:

Names	Can Hop	Walk A Balance Beam	Jump Over Balance Beam	Skip	Run
Ann	X		X		X
Sally	X	X	X	X	X
Tom	X	X	X	X	X
Bobby					X
Jim	X		X		X

V. Using information gained from observations.

A. REMEMBER THAT ALL INFORMATION IS CONFIDENTIAL. Discuss it only with staff, referral personnel, and occasionally the parents of that child. Discuss it only when other people are not present who do not need to hear your discussion. When handing on information to a new teacher, share only objective observations. Do not color the new teacher's attitudes with your opinions and interpretations.

B. USE OBSERVATIONS TO IMPROVE YOUR TEACHING.

Problem	Observation	Improvement
Children become restless and tease each other.	Everytime this happened they had been sitting in a group for at least 10 minutes.	Cut down on time the children sit in a group.

List a problem you have and make observations and improvements.

(Remember you were asked to list such a problem area, behavior, or time period on page 5.)

Fill out this chart:

PROBLEM	OBSERVATION	IMPROVEMENT	SECOND OBSERVATION TO SEE IF CHANGE HAS HELPED

C. Use information gained from observations to plan for children. Base your lesson plans on what you learn about the needs and interests of the children. Refer to Module #4 - Cooperative Planning and Module #21 - Providing for Individual Differences.

IV. Forming Good Habits.

Knowing how to observe and becoming a regular conscientious observer are not the same thing. The intern will need to make a conscious effort to force himself/herself to observe regularly until it becomes habit. The ideas below and forms provided in the Supplement are intended to help in this process.

A. Make out 10 anecdotal record cards each morning and make yourself fill them out that day. Sample cards are provided in the Supplement.

B. Arrange regular times to visit another classroom and observe a child. A form to use is provided in the Supplement.

C. Keep good records as recommended by your program for health and growth observations.

D. Organize observed materials into folders for each child. Check these regularly to see if you have added an observation recently.

E. Make up and use forms for assessing cognitive and physical skills, and set aside time to structure games and activities which will enable you to fill them out. See the sample form in the Supplement.

F. Select one child each day and write about him after the children have gone home. See sample form in the Supplement.

G. Do at least two time observations a week on children in your class.

H. Force yourself to stop often and really look at what your children are doing as you teach.

SUPPLEMENT

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OBSERVATION OF BEHAVIOR

Child_____ Date_____ Time_____

Location_____ Other relevant information_____

Brief Description of child including approximate age:

ACTIVITY	PLAY CLASSIFICATION	DESCRIBE BEHAVIOR

Anecdotal Record:

Child: Date: Location:

What Happened:

Anecdotal Record:

Child: Date: Location:

What Happened

Anecdotal Record:

Child: Date: Location:

What Happened:

Anecdotal Record:

Child: Date: Location:

What Happened:

ANECDOTAL RECORD

Use four (4) per day for one week - Practice!

TIME CHECK

Observing in an Open Classroom: Time Check. Use this chart every day for a week. Stop at 15 or 20 minute points. List where each child is. See the Study Guide for more explanation.

NAMES OF CHILDREN	TIME CHECKS				
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

TIME OBSERVATION

On this page do one time observation. Select a child and fill out everything you see him say or do and what is said or done to him for two minutes. Use abreviations or pictures to help you keep up. Recopy at once so that you can remember what your symbols ment.

LOCATION:_____TIME:_____DATE:_____

BRIEF DESCRIPTION OF THE CHILD:

TIME OBSERVATION:

OBSERVING FOR SOMETHING SPECIFIC

ASSIGNMENT: 1. Use the forms below. Observe for one hour in any classroom and fill in these forms with what you see.

2. Select a different item to observe for. Use forms on following page and make your observations.

Observing for Conflict Situations

1. Incident - What Happened: When, where, and who were involved

If an adult intervened, describe what the adult said or did.

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2. Incident - What Happened: When, where, and who were involved

If an adult intervened, describe what the adult said or did.

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3. Incident - What Happened: When, where, and who were involved

If an adult intervened, describe what the adult said or did.

PRACTICE IN MAKING AND INTERPRETING OBSERVATIONS

ASSIGNMENT: 1. Make six (6) observations of an incident in some setting away from your classroom. This can be another classroom, a playground, even a store or a laundromat.

2. Fill in the form below. You are asked to make two possible interpretations to increase your awarness that there is more than one possible cause for the behavior you observe.

Observed Behavior	First Interpretation	Second Interpretation
1.		
2.		
3.		
4.		
5.		
6.		

ASSIGNMENT: 1. Use sample and chart below and on the following page. Fill it out for your class.

2. Select another skill, make a similar chart and fill it in. Discuss your chart with your advisor. Be sure to devise a method for getting the information you need with out making it seem like a test.

BASIC SKILL PRACTICE CHART: Recognition of colors.

Levels of this skill to assess: M. Means matching - the child can match two objects the same color.

How to Test: Use colored cards, toys, bingo game or puzzle with a small group of children. Have some one else check off colors as each child demonstrates he can match them.

N. Means name - the child can name the color when asked to do so.

How to Test: Tape colored paper on the floor in a circle. Play music and ask children to march around the circle stoping on a color when the music stops. Ask the children to name the color they are standing on. Have someone else check them off.

	Red		Yellow		Blue		Green		Brown	
	Match	Name	Match	Name	Match	Name	Match	Name	Match	Name
Tom										
Tony										
Anne										

RECOGNITION OF COLORS

SKILL: Recognition of colors - M - Can match objects of the same color to each other.

N - Can say the name of color when asked.

Names of Children	RED		YELLOW		BROWN		ORANGE		BLUE		BLACK		GREEN		PURPLE	
	M	N	M	N	M	N	M	N	M	N	M	N	M	N	M	N
1																
2																
3																
4																
5																
6																
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DAY TO DAY PRACTICE

Choose one child each day. Fill in at least four (4) anecdotal notes on that child during the day. After children have gone home write about that child. Write what seems important about his behavior. Write little things you might have missed if you were not making his a special study for the day.

Answer as many of the following questions as you can:

1. How does he relate to other children?
2. How does he play?
3. How does he relate to adults?
4. How does he solve problems?
5. What do you know about his home life that is relevant to his behaivor?
6. When and what was the subject of your last conversation with this child?
7. What does he like? Dislike?
8. What are his favorite activities?
9. In what areas does he need encouragement?
10. Does he have any special problems that need to be delt with?
11. How does his health and physical development compare with other children in the group?
12. How does his cognitive development compare with other children in the group?
13. What are some of the ways this child is different from the group?
14. What else seems important about this child?